Incorporating Writing Into Your Program

Training Starter Template

Objectives: All participants in the training will be able to:
- Understand various text structures, including key questions to ask, tools for student understanding and signal words to guide writing
- Plan ways to incorporate text structures in writing tasks or projects in their program
- Consider and address potential challenges

Total Amount of Time: _____   **Number of Participants**: _____

Preparation: _____

_____

_____

_____

Materials: _____

_____

_____

_____

Training Opening

- Engage Participants   _____ minutes
(Ice breaker/warm up activity related to the topic)

_____

_____

_____

- Introduce the Topic   _____ minutes
(Motivate participants, show them why the topic is important, share objectives & agenda)

_____

_____

_____

Training Middle   _____ minutes
(Explain the topic in detail, demonstrate the concept and discuss it, and practice and apply the topic)
- Ask participants in small groups to brainstorm as many possible responses to this question: what are the purposes or motivations for writing (whether personally or with their students). Ask for specific writing tasks or examples (e.g. a personal letter, a story, journal entry, recipe). Record their answers on chart paper or have participants write their responses on post-it notes for sorting later.
- Explain that the training will focus on the five different text structures and ways to develop them into writing projects that could be incorporated into an afterschool or summer program.

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- Introduce the *Text Structures & Signal Words* handout (From Training to Go – The Writing Process). Briefly go over each type of text structure. Refer to the brainstorm done earlier in the workshop to identify what tasks or examples fit under each text structure.
- Divide participants into groups based on the five text structures. Each group will explore a type of text structure and develop a short paragraph as a group using the key questions, tool for student understanding and examples of signal words. It may be helpful to create a common theme (e.g. "My First Day at School" or "Monkeys") for all groups to start with so it will be easier to contrast the writing styles.
- Each group can present and share their writing sample. Debrief as a whole group similarities and differences in the writing samples. Discuss and address potential challenges.
- Discuss ways to develop different writing tasks or projects for programs based upon exploring the five text structures. Have participants brainstorm 1-2 writing tasks for each type of text structure that they could incorporate into their program and when they could incorporate into their program schedule (year-long or summer).

Sample Writing in Your Program Plan:

Description	Sequence	Compare and Contrast	Cause and Effect	Problem & Solution
Write a mini-autobiography (September)	Write a recipe to add to a class cookbook (October)	Write an editorial about a local issue for a program newsletter or blog (November)	Write about a historical event after doing research (December)	Write about a science project to be displayed in a science fair or showcase (January)
Write a creative story or poem (February)	Write a How-To instruction guide to be presented as a powerpoint presentation (March)	Write an essay comparing two cities or countries to be displayed on a bulletin board (April)	Write a script for a drama play to be acted out (May)	Write a speech about a global issue to be presented (June)

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Training Wrap Up and Closing

- Summarize, consolidate   _____ minutes
(Connect back to the objectives, check for understanding, and discuss questions)

_____

_____

_____

- Plan Next Steps   _____ minutes
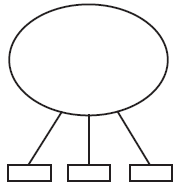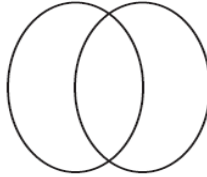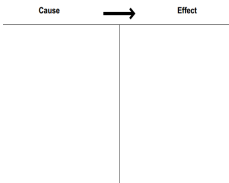(Be specific about application to immediate practice.)

_____

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_____

- Closing Comments   _____ minutes
(Acknowledge, motivate and inspire)

_____

_____

_____

Post-training assessment and revision
- Formal or informal assessment of effectiveness of training
- Note changes to make
- Note areas for additional training

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Text Structures→	Description	Sequence	Compare and Contrast	Cause and Effect	Problem and Solution
Key Questions	What are key examples and details?	What is the order?	How are things alike? How are things different?	What is the cause? What is the effect?	What is the problem? How can it be solved?
Tools for student understanding	Idea Map:	Timeline: List: 1. 2. 3.	Venn Diagram:	T-Chart: Cause → Effect	Chain of Events: Problem → Event → Event → Event → Solution
Examples of signal words **(Words that provide a signal to others of the text structure you are using)**	*Sight:* brilliant, drab, large, opaque, small, translucent, transparent *Smell:* aromatic, foul, fragrant, musky, odor, pungent, rancid, stinky *Taste:* bitter, flavorful, sour, sweet, tangy, zesty *Touch*: cold, damp, dry, gritty, hairy, hot, rough, smooth, sticky, wet *Sound:* blare, din, loud, noisy, quiet, racket, rhythmic, tranquil	after, already, at last, at length, at that time, at this point, before, currently, during, earlier, eventually, finally, first, formerly, future, immediately, initially, lastly, later, meanwhile, next, now, past, present, prior, recently, subsequently, then, today, tomorrow, ultimately, until, when, while	*Compare*: alike, also, as, both, compare, each, equal, even, common, just as, like, neither, resemble, same, share, similar, too *Contrast*: although, but, conversely, despite, different, neither/nor, however, instead, nevertheless, unlike, whereas, while, yet	*Cause:* because, being that, due to, that, for this reason, gives rise to, in that, in view of, leads to, owing to, seeing that, when, on account of *Effect*: accordingly, all in all, as a result of, impact, outcome, consequently, for this reason, finally, hence, namely, since, therefore, thus	*Problem:* conundrum, dilemma, factor, issue, problem, puzzle, quandary, question, reason, situation *Solution*: answer, possibility, proposition, solution, remedy, resolution

Adapted from Content Cards for Text Structures on DataDeb.wordpress.com
Adapted from Balanced Literacy – Second Grade – Skidmore and Graber – Kagan Publishing